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AUTHOR Warshaw, Mimi B.
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ABSTRACT

The Aide-to-Teacher Project is a teacher recruitment and preparation project for culturally diverse paraprofessional classroom aides, initiated at California State University Dominguez Hills in 1987. The program works in collaboration with seven school districts to provide paraprofessionals with the financial, academic, and personal support they need to continue part-time employment as classroom aides and to complete their undergraduate degrees and elementary teaching credentials. Aides selected for the program receive pre-university basic skills preparation for two semesters, followed by a 1-year academic program of college-level mathematics and English courses. Participants are then integrated into the Liberal Studies undergraduate degree program; they complete the California Basic Educational Skills test, and are finally hired by a participating school district with an Internship Teaching Credential which allows them to teach full-time and simultaneously enroll in a 3-semester post-baccalaureate credential program. This report outlines critical factors for a successful program and lists similar programs at other universities. Appendices, which comprise the major part of the document, contain administrative materials related to the program, including form letters, program evaluation data, and a program evaluation questionnaire. (JDD)

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AIDE-TO-TEACHER PROJECT

BUILDING PARTNERSHIPS FOR FACULTY DIVERSITY

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AIDE-TO-TEACHER PROJECT

Program Description prepared by

**Mimi B. Warshaw
California State University Dominguez Hills**

**Disseminated by the
CONSORTIUM FOR MINORITIES IN TEACHING CAREERS**

Comprehensive Program to Increase the Number of Qualified Minority Teachers

A Collaborative Project of:

**California State University, Dominguez Hills
City College of New York
Eugenio Maria de Hostos Community College of CUNY
Fordham University
Knoxville College
Metropolitan University, Puerto Rico
Turabo University, Puerto Rico
Morgan State University
Xavier University of Louisiana
University of Iowa**

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AIDE-TO-TEACHER PROJECT California State University Dominguez Hills

Background

Currently there are almost three million limited-English-proficient (LEP) students enrolled in the nation's public school. Although language diversity varies from state to state, these students may speak any of more than ninety languages; including Spanish, Vietnamese, Cantonese, Cambodian, Tagalog, Armenian, Farsi, Korean or Portuguese. If we want LEP students participate effectively in the mainstream economy and become productive citizens, we need to increase the pool of teachers who understand second-language acquisition and who are culturally and linguistically sensitive to their students.

One rich source of potential teachers is to be found in the paraprofessional classroom aides who are frequently community members with native ability in the language of certain ethnic groups of students. Because of the chronic shortage of appropriately trained bilingual teachers, these aides may be the only adult in the classroom who can understand the student's primary language. As native speakers, classroom aides have direct experience with learning English as a second language themselves, and they are sensitive to differing cultural values and attitudes. Thus, they are invaluable in providing cultural understanding and linguistic support to the LEP student. Despite their lack of formal training, classroom aides are often the ones who provide day-to-day academic instruction, take over when a teacher is absent, train substitute teachers, negotiate interactions with non-English speaking parents, and translate written communication for the teacher.

However, very few paraprofessional classroom aides have aspired to become credentialed teachers themselves, perhaps because the economic and cultural barriers may seem overwhelming. As part-time paraprofessionals, they are not paid well enough to afford college training. If they do attend college, they often select

community college classes that do not meet requirements for transfer to a four-year college. Community college advisors may be unaware of requirements for the teaching credential, or simply do not envision the recruitment and promotion of minority classroom aides into teaching careers as a community college concern. Ultimately, the college experience can be overwhelming for these students because they have limited experience with the academic labyrinth, and because they often lack the English oral and written facility of their monolingual classmates.

Program Overview

The Aide-to-Teacher (ATT) Project is a teacher recruitment and preparation project for culturally diverse paraprofessional classroom aides, which was initiated at California State University Dominguez Hills in 1987. In collaboration with seven local school districts; Compton, Lennox, Los Angeles, Lynwood, Inglewood, Hawthorne and Paramount Unified Schools; the program is designed to provide paraprofessionals with the financial, academic and personal support they need to continue part-time employment as classroom aides, and complete their undergraduate degree and elementary teaching credential. ATT, which has gradually expanded over the past six years, currently accepts about 50 classroom aides from six Los Angeles school districts to begin the program each year.

Recruitment and Selection

Within each cooperating school district, a school district coordinator is responsible for disseminating an announcement about the program to all district classroom aides and inviting aides to attend an information meeting which is held within each school district and conducted by the project director. At this meeting applications are distributed to those who are interested in the program. These applications are submitted to the school district coordinator. After consultation with supervising teachers and administrators at the school sites, the coordinator ranks applications in terms of potential as classroom teachers and forwards them to the project director.

An ATT committee reviews applications and previous records in terms of academic potential, and recommends the final selection of ATT fellows. Originally, selection was done in the spring semester and the program began the following fall. More recently, fellows have been selected to begin the program on a semester basis rather than annually. Once participants have been selected, the ATT Project involves four phases of academic training.

Phase I - Basic Academic Skills

In Phase I ATT fellows receive non-credit, pre-university basic skills preparation for two semesters. During the first semester, fellows participate in intensive instruction in algebra and geometry which prepares them to pass the Entry-Level Math test (ELM) required of all California State University entering students. In the second semester, participants enroll in intensive English writing courses which prepares them for adequate placement on the English Placement Test (EPT), also required at the C.S.U.

The overall goal of this first phase is to prepare participants for university study. Many of the ATT fellows are not native English speakers and many have poor math skills, so the training provided in Phase I helps to give them the confidence and skills to function successfully as undergraduate students in higher education. Fellows who successfully complete this phase are eligible for admission to Phase II. They are admitted to the university through the exceptional admissions program, and awarded a stipend to cover the costs of student fees and books for the following academic year. Instructional aides are not well paid, and this support gives them a boost to begin their university studies.

Phase II - Special Group

In Phase II, participants begin a one-year academic program of college-level mathematics and English courses in which they enroll as a cohort. These are general education courses required of all lower division students, but ATT course

sections are specifically designed to nurture and enhance math and English skills which were developed during Phase I and to serve as a bridge into regular upper division coursework as juniors and seniors. During Phase II, ATT fellows must take two courses each of English and mathematics and two additional selected lower division courses to receive their scholarship.

Sympathetic university faculty and staff are selected to serve as mentors to ATT fellows. Each mentor is assigned ten to twenty proteges with whom he/she meets on a regular basis. Group social activities are also included which are designed to enhance social networking. At least once a semester fellows are brought together with their mentors to discuss their progress and any problems they may be experiencing. In addition, the mentoring process for participants extends to family advising sessions.

During Phase II participants also prepare for the CBEST (California Basic Educational Skills Test) examination by taking a practice examination, much like the real test, which helps them to assess their strengths and weaknesses in English and math. For those who need help, tutoring is arranged to work on identified weaknesses. All subtests of the CBEST (mathematics, writing and reading) must be passed in order to be admitted to Phase IV of the program. By the end of Phase II ATT fellows are particularly well prepared in mathematics, and are encouraged to take the math component of the CBEST. Most pass it on the first try. Passing the CBEST math subtest promotes the self-esteem of ATT participants and strengthens their commitment to complete the entire teacher training program. Because many fellows are undergoing academic preparation in their second language, they are advised to delay CBEST language-based subtests until the senior year, after they have completed a series of upper division courses which develop writing and critical thinking skills.

At the end of this phase, fellows receive financial aid advising. Financial aid from the university, state or the federal government is available for needy students, and this aid can be combined with that provided by the ATT program to provide a stable and more long-term source of assistance for the ATT fellows during the remaining course of their undergraduate years.

Phase III - University Mainstream

In Phase III participants are integrated into the Liberal Studies undergraduate degree program, an interdisciplinary major which is designed for those who intend to become elementary school teachers. Fellows are no longer enrolling in courses as a cohort, though they are encouraged to continue on their own to collaborate with fellow ATT fellows in selecting and enrolling in Liberal Studies classes.

During the time needed to complete the B.A. degree, which may take anywhere from two to three years, fellows are in regular contact with their mentors and receive ongoing academic advisement and help in adjusting to the environment of the university. Since this is the first time that ATT fellows attend a four-year institution independently, many have difficulty dealing with the bureaucracy and personal stresses associated with being a college student. This problem of adjustment has been related to the high dropout rate for minority college students.

To help them feel more comfortable at the university, fellows are also encouraged to join the Future Teacher Club, a university organization for all teachers in training. Here the ATT fellows have an opportunity to get to know other prospective teachers and learn about the profession in a relaxed social environment. The goal is for the ATT fellows to develop a supportive social network of peers, both in the program and at the university.

Phase IV - Teaching Credential

The seven cooperating school districts in which the ATT fellows continue to work as teachers aides are committed to hiring them as full-time classroom teachers as soon as they are eligible. Under California credentialing requirements, the university may recommend participants for an Internship Teaching Credential when they have completed the BA degree with a Liberal Studies waiver (major) and passed the California Basic Educational Skills test (CBEST). The Internship Credential allows them to teach full-time and simultaneously enroll in a three-semester post-baccalaureate credential program. All coursework is held after school or on Saturdays and classroom teaching performance is monitored by university supervisors over two semesters, in lieu of student teaching.

Critical Factors for a Successful Program

Over the six years that the project has been in existence, developers have continually reviewed and refined the program in order to maximize its effectiveness. The following factors have proved to be critical to the success of the program:

■ **Careful Selection of Participants.** Paraprofessionals selected for the program should be screened initially by the school district for their potential to work effectively with children. In addition they must have a strong commitment to continue the program through to completion. It is important to have applicants sign a contract that explains exactly what is required and asks them to agree to stick with the program. Successful participants tend to be those who have already completed a year of high school algebra or a college pre-algebra course. Students must also be advanced enough in English facility to be beyond ESL-type classes.

■ **Cooperation of University Admissions.** For various reasons, many of these fellows may not qualify for regular admission to the university. These must be processed as exceptional admissions. At CSUDH this meant that someone in a position of authority in the Admissions Office was supportive of the program and made sure that special admit slots were reserved for this purpose.

■ **Academy-like Program.** During Phase I and Phase II it is of critical importance for fellows to attend classes as a cohort group. Initial classes should be sections scheduled for this group only, preferably taught by faculty members who, themselves have sensitivity to cultural differences. Participants should be encouraged to get to know each other and provide mutual support; sharing transportation and child-care and collaborating on homework assignments.

■ **Significant Academic Progress.** Unless fellows can make significant progress toward the college degree, and continue to earn an income as a paraprofessional classroom aide, the goal becomes discouragingly long-range. At CSUDH, once fellows begin Phase II, they must take three classes each semester, and are encouraged to enroll in additional summer school classes.

■ **Convenient Scheduling.** Classes must be offered so as not to compete with the ongoing work responsibilities of these classroom aides. At CSUDH cohort classes are scheduled in blocks of time during pre-specified afternoons and on Saturdays.

■ **Faculty Mentoring.** Faculty should be selected to be ATT mentors on the basis of their personal commitment, similar cultural background or comfort with other cultures, understanding of the appropriate academic major, and willingness to meet regularly with their proteges as a group, rather than just individually. It is important that group meetings should include social activities and involve family members. The support and commitment of the fellow's spouse, parents, and children to the program is a significant factor in keeping ATT fellows motivated to complete the course of study.

■ **Partnership with School District.** The school district(s) in which the paraprofessional classroom aides are employed must view themselves as partners in the endeavor. The district needs to designate a representative who serves as liaison during the course of the project. Scheduling and correspondence about initial informational meetings with classroom aides should be arranged by the district representative, and applications should be received and screened by district personnel. Selection of participants must be approved by the school district, with the understanding that when participants complete the program and are eligible to teach, they will be given first preference in hiring.

■ **Scholarships.** Because paraprofessionals earn relatively low salaries, it is essential for the university/district partners to generate enough financial assistance for participants that the stipend will cover tuition and textbooks. At CSUDH a series of grants helped support the program. Initially the program was supported by a grant funded through the California Lottery. Later it received funds from the Carnegie Foundation. Most recently, because the university has demonstrated a commitment to institutionalizing the project, the federal government awarded the project a Title VII Bilingual Education grant.

■ **Integration into the Life of the University.** By the time participants reach Phase III of the program they should feel confident enough to be able to move into the mainstream college or university life. With assistance from their mentor, participants should now be able to select appropriate courses from the regular schedule of classes and participate in special events on the college campus, such as the Future Teachers Club activities. It continues to be important, however, to maintain regular contact with the cohort group and mentor for the remainder of the program.

ATT TIMELINE

DATE	ACTIVITIES
Spring Semester	Participant recruitment, paper screening, interviewing
Year One	Phase One - Pre university preparation Fall Semester - math preparation Spring Semester - English preparation Admission to University
Year Two	Phase Two - General education courses taken as a cohort group Fall Semester - include college math Spring Semester - include college English
Year Three & Four	Phase Three - Mainstreamed into Liberal Studies undergraduate degree program, passage of CBEST and completion of B.A. degree
Year Five	Phase Four - Admission to post-baccalaureate Intern Teacher Credential program and employment as full-time teacher

MORE INFORMATION ABOUT THE CSUDH AIDE-TO-TEACHER PROJECT

Dissemination of information about the Aide-to-Teacher Project is funded by the U.S. Department of Education through a grant to the Consortium for Minorities in Teaching Careers. A videotape about the program is also being produced and will be available soon. If you would like more information about the Consortium, additional copies of this publication, or a copy of the videotape, contact:

Dr. Joseph Aguerrebere
School of Education
California State University Dominguez Hills
1000 E. Victoria Blvd.
Carson, CA 90747
telephone: (310) 515-3896 or 515-3524

If you would like to talk to someone about the details of the Aide-to-Teacher Project, contact one of the following:

Dr. Mimi Frank
telephone: (310) 516-33937 or 516-3832

Dr. John McGowan
telephone: (310) 516-3926 or 516-3522

SIMILAR PROGRAMS AT OTHER UNIVERSITIES

The Aide-to-Teacher project was one of the first programs in California to successfully target classroom paraprofessionals as a source for increasing the pool of underrepresented minorities in the teaching profession. Since its inception in 1987, a number of other California universities have developed special programs designed specifically for recruiting and retaining classroom aides as teachers. Among these are the following:

USC Latino Teacher Project
University of Southern California
School of Education
University Park, WPH Suite 402
Los Angeles, CA 900-0031
Director: Michael Genzok

A consortium with CSUDH, California State University Los Angeles, and Los Angeles Unified School District to identify and support paraprofessionals in the district.

AIM-to-Teach

San Diego State University

College of Education

5300 Campanile Drive

San Diego, CA 92182-0763

Contact: Dorothy Smith

One component is directed toward advising, facilitating and supporting minority teacher aides in pursuing teacher education programs.

Inside Track Teacher Diversity Project

San Diego State University

College of Education

5300 Campanile Drive

San Diego, CA 92182-0763

Contact:

This project targets ethnic instructional aides who already have baccalaureate degrees.

Excellence in Education: Building for the Future Today

California State University San Bernardino

School of Education

5500 University Parkway

San Bernardino, CA 92407-2397

Co-Directors: Juan Gutierrez and Esteban Diaz

One component identifies and assists classroom aides enrolled at three cooperating community colleges.

Paraprofessional Career Program

San Francisco Unified School District

Parkside Center - Room 4

2550 Twenty fifth Avenue

San Francisco, CA 94116

Contact: Roberta Zadow

In conjunction with San Francisco State University, the school district subsidizes salaries of minority students working as teaching assistants while they are enrolled at the university.

Paraprofessional Preparation

California State University Fresno

School of Education and Human Development

5241 N. Maple Avenue

Fresno, CA

Contact: Jody Daughty or Oscar Loya

In conjunction with county and local school districts, proposals are being developed to assist paraprofessionals to complete teaching credentials.

Project MOST (Minority Opportunities for Successful Teaching)

California State University Humboldt

Teacher Preparation Programs

Arcata, CA 95521

Contact: Sheila Webb

One of the three strands in this program, Teacher Aides Outreach, utilizes former teacher aides now enrolled in credential programs as mentors for current aides.

Teacher Aide Path to Teaching (TAPT)

California State Polytechnic University, Pomona

School of Education

3801 W. Temple Avenue

Pomona, CA 91768

Contact: David M. Greene

Provides a career development support system for teacher aides to assist them to complete requirements for the BA degree and teaching credential. Special emphasis is given to recruiting African-American and Hispanic participants.

Teacher Track

California State University, Fullerton

Elementary and Bilingual Education

800 N. State College Blvd.

Fullerton, CA 92634

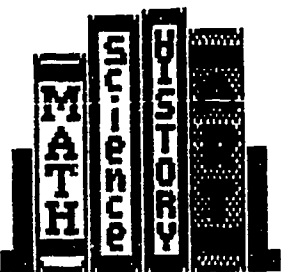
Contact: Co-Directors Hallie Slowik or Ruth Yopp-Edwards

One component of this program provides peer support, academic counseling, stipends, and basic skills preparation for aides pursuing the teaching credential.

APPENDICES

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Appendix A
Program Announcement



Teacher Aides!!

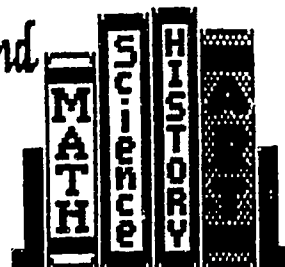
Interested in a university career ladder program designed for
minority aides who want to become teachers?

If so.

Complete the attached application form for the
Aide-to-Teacher (ATT) Program at
California State University, Dominguez Hills

Scholarships are available for minority teacher aides who have
passed the
Entry Level Math Exam (ELM) or
who have completed a
college math class at a level above intermediate algebra

Funded by the Carnegie Corporation of New York and
the CSU Chancellor's Teacher Diversity Project



Appendix B

Program Applications

CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS
AIDE TO TEACHERS PROGRAM
A Teacher Education Preparation Program for Paraprofessionals

Name: _____ Home Phone: _____

School: _____ School District _____

School Phone: _____

What is your job title? _____ Teaching Assistant
_____ Educational Aide
_____ Other _____
(Please give job title)

Are you interested in enrolling in a district sponsored program that will involve after school, Saturday, and summer courses for four to five years to obtain a B.A. in Liberal Studies to prepare to become a teacher? Program participants will usually take eight courses a year.

Check only one:

- A _____ I am not interested in taking college courses.
- B _____ I want to take some college courses, but I am not interested in enrolling in the B.A. program.
- C _____ I definitely want to enroll in the program to get my B.A. in Liberal Studies.

Have you completed college courses at a community college?
_____ Yes _____ No Number of semester units completed: _____

Have you completed six semester units of college English (English 1A and 1B)?
_____ Yes _____ No

What is the highest level math course you have completed? _____

Have you completed six semester units of college math, including college algebra? _____ Yes _____ No

Have you completed a pre-algebra course in junior high or high school?
_____ Yes _____ No

Have you completed a pre-algebra course in college?
_____ yes _____ No

Have you obtained an A.A. degree and been certified by a community college as ready to enter a four year university?
_____ Yes _____ No

PLEASE COMPLETE OTHER SIDE OF PAGE

Have you completed courses at a four year college or university?

☐ Yes ☐ No

Number of quarter units:

Number of semester units:

What is your major?

☐ None
(Major)

Are you a bilingual aide? ☐ Yes ☐ No

Do you speak and write Spanish? ☐ Yes ☐ No

Do you speak and write Korean? ☐ Yes ☐ No

Do you speak and write in any other language? ☐ Yes ☐ No

Name of language:

If you were enrolled in the B.A. program, what assistance, if any, do you think you would need to complete the program (e.g., tutoring, transportation, child care, books, registration fees, change in work schedule)? Please describe your needs below.

1992-93

CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS
AIDE-TO-TEACHER (A.T.T.) PROGRAM

APPLICATION FORM

Note: You are eligible to apply if you are a bilingual or minority teacher's aide and intend to become an elementary school teacher. You must have graduated from high school, and have taken a college level CSU transferable general education math course and a college level CSU transferable general education English course.

Name _____ Home phone # () _____

Address _____
Number and street

_____ City and zip code

Social Security # _____

School district you are employed by _____

School employment site _____

Work phone # () _____

Have you completed a college level CSU transferable math course?

Yes _____ No _____

Course name _____ Grade _____ Where taken _____

Have you completed a college level CSU transferable English course?

Yes _____ No _____

Course name _____ Grade _____ Where taken _____

Are you a U.S. Citizen? Yes _____ No _____

Are you a California resident? Yes _____ No _____

Are you bilingual? Yes _____ No _____

Do you plan to teach elementary school? Yes _____ No _____

Return application form and official transcripts to:

Appendix C
Letter of Initial Admission



California State University
Dominguez Hills

School of Education • Carson, CA 90747

September 3, 1991

Dear A.T.T. Applicant,

Congratulations. You have been selected for Phase I of the Aide-To-Teacher Program at California State University, Dominguez Hills. The first phase involves intensive math instruction to prepare for the ELM test. Then, if you pass the ELM, you will participate in an intensive English class during January.

The math class meets every Saturday from 9 AM to 12 noon and Tuesdays and Thursdays from 3:45-5:15 PM. The class will meet on our campus in SBS E122. Your math instructor will be Ms. Ofelia Gonzalez.

The first class will be on Saturday, September 7 at 9 AM. Please come with your community college transcripts and some official verification of high school graduation (or GED). If you are exempt from the ELM test (due to community math courses passed), you will be told on Saturday that you don't need to take the math course and can still be in the ATT Program. But, please come with your transcripts (if we don't already have them). You will need to park on the street or bring \$1.50 to park in a lot.

If you pass the ELM and the English, you will then be admitted into the university for spring semester and begin taking university classes in Liberal Studies at that time. Your tuition will be paid for the spring semester, and possibly also for the fall 1992 semester, if our grant is renewed.

If you have any questions about the program please contact your bilingual aide coordinator in your district.

Welcome to the program. We'll see you this Saturday!

Sincerely,

Mimi Frank, Ed.D.
Acting ATT Director

MHF:bp



California State University
Dominguez Hills

School of Education • Carson, CA 90747

December 11, 1992

Barbara H. Tatei
1045 W. Cassidy St.
Gardena, CA 90248

Dear Barbara:

Congratulations! You have been accepted into the Aide to Teacher Program at California State University, Dominguez Hills for Fall semester 1993. In order to have your application fees and registration fees paid, we need you to fill out the enclosed application to the university and return it to me (not the university). Please send the application to me at:

Dr. Mimi Frank
Liberal Studies Program
HFA A 303
CSUDH
Carson, CA 90747

Send your official **transcripts** (yes again) to the **university**.

If we receive funding for the program (which we expect), we will pay for your application fee, Fall and Spring semester registration fees, and for books. We will also assign a faculty mentor to you and assist you with the CBEST preparation.

If you have any questions over the semester break, you can call me at home (310) 431-3111. Thanks.

Sincerely,

Mimi Frank
Liberal Studies Coordinator

cc: John McGowan

Appendix D
Admission to Phase II



California State University
Dominguez Hills

School of Education • Carson, CA 90747

December 23, 1991

Dear ATT Participant:

Congratulations. You passed the ELM test! Now you will need to attend Roberta Silverman's English class in January. Then, if you pass that, the ATT program will pay your application and registration fees for Spring Semester, 1992. You will probably be registering some time during the regular registration period, January 21-23. You should be receiving information in the mail from the admissions office regarding your registration date and time.

Classes begin on Saturday, January 25 (if you have a Saturday class; otherwise they begin on Monday, January 27). I will be attending one of your last English classes so that you can receive advisement on which classes you should register for. Also, you will be assigned to a mentor who will help you with any problems you might have at the university.

I would also like to invite you to a special meeting we will be holding for all ATT students (old and new) on Thursday, January 23 at 5:00 PM. The Director of Financial Aid will be there to inform you of other financial aid opportunities once your ATT scholarship is over after two semesters.

Again, congratulations, and if you have any questions, please call me at (310) 516-3832. Beverly Pickett will forward your message. Please make sure you tell her you are with the ATT Program. Thanks.

Sincerely,

Mimi Frank

Mimi Frank
Acting ATT Director
Coordinator of Liberal Studies

Appendix E
Admissions Office Correspondence



California State University
Dominguez Hills

School of Education • Carson, CA 90747

M E M O R A N D U M

DATE: November 9, 1990

TO: Anita Gash
Director of Admissions

FROM: Ed Bryan
ATT Director

SUBJECT: Admissions of ATT Students
Spring 1991

Assuming that the following applicants are admitted to the university, the ATT program will pay for application fees as well as tuition fees for the Spring of 1991. They have all completed the "ELM" examination or have completed community college math courses that exempt them from ELM:

Rafael Ramos
Yolanda Tsuhako*
Mario Montano
Rodolfo Sanchez
Marteia Cooper
Patricia Negarete

The ATT program has fifty scholarships for the Spring of 1991. I will forward the name of other qualified applicants. I am searching for teaching assistants who are working in the Los Angeles Unified School District, the Compton School District, the Lennox School District, and the Paramount School District--who have either completed the ELM or have met ELM requirements before entry. The number of qualified students is likely to increase during November, December, and January. In addition, I have made arrangements with the testing office to "locally score" the ELM test that will be offered January 12, 1991. At present I have approximately 100 students who will be taking the exam. I will receive information on their test scores by the middle of January and, although I know this is late in the Fall semester, I hope that you will be, as usual, helpful in processing these applicants for the Spring semester.

Thank you for your help and consideration.

*Has successfully completed our intensive writing composition program in the Summer of 1990. The instructors of the summer writing adjunct program and I will be writing a letter attesting to her competency in English.

Appendix F
Pre-university Training in Mathematics

ATT MATH REVIEW COURSE

Course Objective: The ATT Math Review Course is designed to help ATT participants prepare to pass the ENTRY LEVEL MATHEMATICS EXAMINATION (ELM). The course covers all concepts tested in the ELM, including basic topics of arithmetic, elementary algebra, and plane geometry.

Course Requirements: Students must attend every class meeting and complete assigned homework in a timely manner. There will be seven unit tests as well as weekly quizzes. Students must maintain an average of 70% on tests and quizzes. This means that for every 10 problems given, 7 must be done correctly.

TOPICS

1. Practice test: Fractions; addition, subtraction, multiplication and division.
2. Decimals and their operations; integers and their operations.
3. Test I; addition and subtraction of polynomials.
4. Addition, subtraction, multiplication, and division of rational numbers; introduction to linear equations.
5. Solving linear equations; ration, proportions and percent. Test II.
6. Solving word problems and graphing linear equations.
7. Graphing and solving systems of equations. Test III
8. Laws of exponents and scientific notation.
9. Multiplication and division of polynomials.
10. Factoring trinomials; multiplication and division of rational expressions. Test IV.
11. Addition/subtraction of algebraic expressions. Test V.

12. Simplifying radical expressions; addition, subtraction, multiplication and division.
13. Solving quadratic equations and solving and graphic linear inequalities. Test VI
14. GEOMETRY Angle measurement, parallel and perpendicular lines; area perimeter and volume. Test VII.
15. Review.
16. Practice Test.
17. Final Exam (ELM)

Appendix G
Pre-university Training in English

ATT ENGLISH REVIEW COURSE

Roberta Silverman

Course Overview

ATT students who have not previously taken freshman English attend a four-week intensive writing class. This non-credit course is designed to introduce and/or review basic writing skills in preparation for the university's English Placement Test (EPT), as well as to develop a mutually supportive learning community and to introduce students to the academic support systems available to them on campus. The writing abilities of the students vary, as do their previous educational experiences. In addition, many students exhibit heavy English as a second language or dialectic interference because of their primary orality. Because students range from non-U.S. college graduates, through high school graduates from our own and other countries, to high school drop outs, the challenge is to develop specific lessons that benefit all students regardless of their ability to write in standard written English.

Before the first class meeting there is no way to know the writing level of all students. For this reason, early diagnostic testing and evaluation are extremely important. After the writing abilities have been assessed, specific lesson plans can be made that allow for modification, so that each student can work at his or her own level for maximum results without frustration for the most basic writer or boredom for the most advanced. Usually lessons must be modified so that they include skills that are usually taught in basic ESL classes, as well as skills covered in freshman composition. Most importantly, because of the wide variety of student skills and fears about their lack of ability in English, it is important that the classroom be a non-threatening place where work is done within a community of students who are partners with the instructor in learning the writing process. This comradeship lessens fears of even the most basic writers and helps them feel they can be successful. The following are suggestions that have proven successful.

Texts

Choose as readings essays with the class population in mind. Select a short novel to be read. Many students have never read a novel and this task provides an experience in literary analysis, as well as a sense of pride of accomplishment that is very important for this student population. Provide each student with a grammar handbook for reference only, not for specific group assignments. Some specific exercises from this handbook can be given when individual students need reinforcement or additional practice.

Course Overview

At CSUDH classes are held four days a week for two and one-half hours each session for four weeks. Half of each class session is a directed lesson, and the other

half of the session is conducted as a modified writing lab.

Have students keep journals and participate in a variety of group activities such as reading aloud, peer response and editing, and collaborative writing assignments. Use reading assignments to develop vocabulary and evaluate reading comprehension. At least one class should be held in the university library where students can work doing hands-on research and library tasks under supervision. One class can also be conducted in a computer center so students can work with programs that show them how to utilize computers for learning not only English but other subjects as well.

Recommended Weekly Activities

Week I. Select a narrative essay and after silent reading call on students to read portions of it aloud. After each section is read, ask students to orally paraphrase what was in each section. These oral tasks serve as a starting point for vocabulary development, as well as developing reading comprehension and analytic skills.

Writing a paragraph is a good place for students to begin. Show prewriting techniques and teach how ideas from prewriting can be used to compose the paragraph. Demonstrate that a good paragraph contains a strong commitment statement, good support, and specific examples to prove the commitment. Use an idea from the essay to collaboratively compose a good paragraph which can be written on the board so that each student can see something well-written that he/she contributed.

Collaboratively brainstorm another idea and ask students to compose a paragraph using these ideas. Conference with students individually to make sure they understand the concept of integrating the brainstormed material into a paragraph that contains the necessary levels of development.

Composing a well-written paragraph will become the end focus for some of the most basic writers, while the more advanced writers can use the paragraphing instructions to work on matters of individual style. Also the paragraph works well for teaching the concept of revision and editing. All assignments should require prewriting, first draft and second draft.

After the first assignment is turned in, use the students' work on the blackboard for teaching grammatical conventions such as tense, subject/verb agreement, pronoun reference coordination and subordination of clause elements, and punctuation. This has more relevance than using workbook exercises.

Week II. Choose readings that use explanatory prose that clearly depicts an incident so students can see what happened, how it happened, when and where it happened, and who was involved. Once familiar with this type of writing, students are ready to discover how to use the library. There they can do research and use their findings to write their own explanatory paragraphs so that the focus moves away from writing about the personal.

The transition from writing paragraphs into writing full essays is individualized. However, during this second week, the ideas of introductory and concluding paragraphs should be introduced. After the first week, no length

requirement is imposed for the class because students proceed at their own level. At this point, the more advanced students write three and four page essays and the basic writers may still focus on sentence problems at the paragraph level. Again, after every assignment, the students' works are used for teaching lessons in grammar, mechanics and syntax.

Week III. Have students read and discuss the novel. Writing assignments then come from this source. Focus on both on personal writing and explanatory writing about the text. More advanced students can use the library to find critical interpretations of the text, while the basic writers use the text itself for their analysis. Again, use the students' writing for instructions in mechanics.

Week IV. During this final week of instruction, the focus changes. In order to acquaint the students with university facilities, a class is held in the computer learning center. Depending upon the resources available, help students to learn some basic work processing skills, and/or have them review available software that may be useful to them as students.

Students also prepare for the EPT. The test is described and sample questions which require reading comprehension, vocabulary analysis, and relationship analysis are provided. Initially, students work on these sample questions collaboratively. Later in the session they practice answering questions individually.

On another day, students practice test items which require them to rewrite sentences (as they did in the daily blackboard exercises) for specific meaning. Again, the lesson can begin with collaborative work and progress to individual practice. Later, students are given a topic of the type usually presented in a standardized placement test (a combination of analytical, explanatory and personal) and told to write to the topic in the same time that is required by the placement test.

On the final day of class, students are given a mock English placement test. The reading skills and composing skills sections are timed, but shortened from the actual test times; however, the writing task is given the full amount of time for completion so students have a sense of how much they can do in that specific period.

Whatever the specific lessons for this class are, keep in mind that reading and composition cannot be separated. Furthermore, students do need to hear that the composing process is a recursive activity involving prewriting, writing and rewriting. This process encourages students to step back and look at how they ordered the pieces of their world which their writing represents. This ordering helps them make sense out of the information that will be thrust upon them as college students, so that they will be able to write more effectively in all of their college classes.

Appendix H
Phase II Contract



California State University
Dominguez Hills

School of Education • Carson, CA 90747

ATT INSTRUCTIONS

The purpose of the ATT program is to assist bilingual and minority teacher aides in obtaining their bachelor's degree in Liberal Studies and then their Multiple Subject (elementary) teaching credential. The program is funded by the CSU Teacher Diversity grant. This is a one year grant which may be renewed (or may not). Your application fee and student fees will be paid out of the grant for two semesters provided that:

1. You take a minimum of 9 semester units of Liberal Studies courses at CSUDH with a minimum grade point average of 2.0 during the 1st semester of your attendance.
2. You preregister for the second semester of classes. Your second semester must be immediately after your first. (In other words, you cannot take a semester break from classes and still get the scholarship).
3. You meet with our academic advisor frequently, preferably at least twice per semester.

Before your year of classes is finished, you should apply for further financial aid at the Financial Aid office, the School of Education office, and/or with Dr. John McGowan in Teacher Education. They may be able to assist you financially so that you can complete your degree without financial hardship.

When you first get admitted to the University, you should make an appointment to see Mimi Frank ([310] 516-3832) for an evaluation of your transcripts and advising in Liberal Studies. Please bring all your paperwork to this meeting ("Certificate of Admission & Evaluation" and your transcripts from college).

I have read the instructions above and agree with them.

Signed _____

Date _____

Appendix I

CBEST Practice Exam

Test No. _____ of _____.

SECTION I: TEST of MATHEMATICS

Directions: Each of the questions or incomplete statements below is followed by five suggested answers or completions. Select the one that is best in each case.

The following information is for your reference in solving some of the problems.

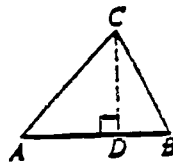
Circle of radius r : Area = πr^2 ; Circumference = $2\pi r$

The number of degrees of arc in a circle is 360.

The measure in degrees of a straight angle is 180.

Definitions of symbols:

= is equal to	\leq is less than or equal to
\neq is unequal to	\geq is greater than or equal to
< is less than	\parallel is parallel to
> is greater than	\perp is perpendicular to



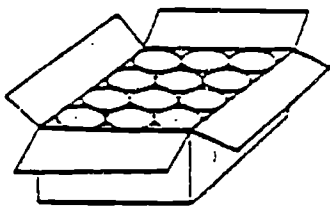
Triangle: The sum of the measures in degrees of the angles of a triangle is 180.

If $\angle CDA$ is a right angle, then

$$(1) \text{ area of } \triangle ABC = \frac{AB \times CD}{2}$$

$$(2) AC^2 = AD^2 + DC^2$$

Note: Figures that accompany problems in this test are intended to provide information useful in solving the problems. They are drawn as accurately as possible EXCEPT when it is stated in a specific problem that its figure is not drawn to scale. All figures lie in a plane unless otherwise indicated. All numbers used are real numbers.



1. A dozen soup cans, all the same size, are arranged in a carton as shown above. If each soup can has a diameter of 6 centimeters and is 10 centimeters tall, what are the smallest possible inside dimensions, in centimeters, of the carton?

(A) 3 by 4 by 6
(B) 6 by 6 by 10
(C) 18 by 24 by 10
(D) 30 by 40 by 6
(E) 36 by 48 by 10

2. Which of the following computations could be used to find the area of a rectangle that is 8 meters by 12 meters?

(A) 20^2 (B) $12 + 8$ (C) 12×8
(D) $2(12 \times 8)$ (E) $(2 \times 12) \div (2 \times 8)$

3. A certain box contains 14 cards. One day of the week is written on each card. If there are 2 cards for each day of the week, what is the probability that a card drawn from the box will have "Friday" written on it?

(A) $\frac{1}{14}$ (B) $\frac{1}{7}$ (C) $\frac{1}{2}$ (D) $\frac{2}{7}$ (E) $\frac{7}{2}$

4. The acceleration a that results when force F is applied to a body of mass m can be calculated from the formula $F = ma$. What is the value of a if $m = 1,200$ and $F = 90,000$?

(A) 75 (B) 750 (C) 7,500
(D) 1,080,000 (E) 108,000,000

5. What is the least common multiple of the numbers 2, 3, 6, and 9?

(A) 1 (B) 9 (C) 18 (D) 54 (E) 324

6. $\sqrt{78}$ is best approximated by which of the following whole numbers?

(A) 8 (B) 9 (C) 39 (D) 156 (E) 6,084

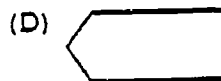
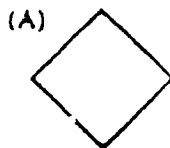
SUMMARY STATISTICS FOR A GROUP OF SCORES
(X represents each score.)

Number of Scores (N)	Mean Score (M)	$\Sigma(X - M)$	$\Sigma(X - M)^2$
5	30	0	1,000

7. According to the table above, if the variance V of the scores is calculated by the formula $V = \frac{\Sigma(X - M)^2}{N}$, the variance of the scores is

(A) 0 (B) 30 (C) 200 (D) 400 (E) 1,000

8. Which of the following does NOT appear to have at least one pair of perpendicular sides?



9. The temperature at 10:00 p.m. in Big Bear City was 5 degrees below zero. By 3:00 a.m. the temperature had dropped 8 degrees. What was the temperature at 3:00 a.m.?

(A) -13° (B) -3° (C) 3°
(D) 12° (E) 13°

10. If a woman willed $\frac{1}{4}$ of her estate to her daughter, $\frac{1}{2}$ to her son,

and the remaining \$96,000 to her husband, what was the total value of the estate?

(A) \$384,000 (B) \$192,000 (C) \$96,000
(D) \$48,000 (E) \$24,000

11. What is the perimeter of a rectangle with width 6 and length 11?

(Formula: $P = 2w + 2l$)

(A) 66 (B) 34 (C) 35
(D) 22 (E) 17

12. Rounded to the nearest tenth, 18.97 would be written

(A) 18.100 (B) 18.9 (C) 18.98
(D) 19.0 (E) 20

A car was driven the following distances during 5 successive days: 76.4, 85.9, 75.3, 92.5, and 100.4 miles. About how many gallons of gasoline did the car use during these 5 days?

13. What additional information is needed to solve the problem above?

(A) The cost per gallon of gasoline
(B) The total number of miles driven
(C) The average speed, in miles per hour, at which the car was driven
(D) The average number of miles driven per day
(E) The average number of miles per gallon the car got

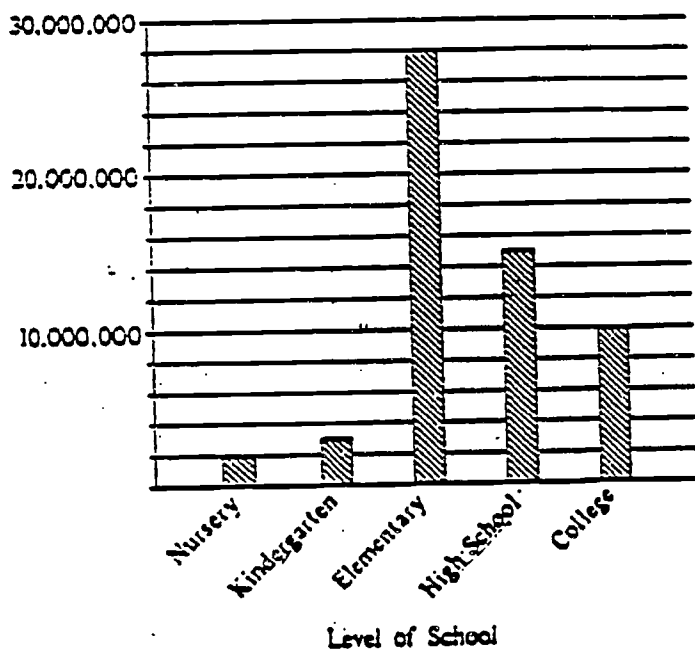
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Carol's average bowling score for 3 games was 138, and her highest score for the 3 games was 24 points higher than her average score.

14. Which of the following CANNOT be determined from the information given above?

(A) Carol's highest score
(B) Carol's lowest score
(C) The sum of Carol's 2 lowest scores
(D) The sum of Carol's scores for the 3 games
(E) The difference between her highest score and her average score for the 3 games

SCHOOL ENROLLMENT IN THE UNITED STATES - 1978



15. According to the graph above, how many more students were enrolled in high school than were enrolled in kindergarten in 1978?

(A) 6,000,000 (B) 12,000,000 (C) 13,500,000
(D) 14,000,000 (E) 15,000,000

16. If $\frac{3}{10}$ meter of ribbon is needed to decorate 1 napkin, how many meters of ribbon are needed to decorate 75 napkins?

(A) 21.5 (B) 22.5 (C) 50 (D) 225 (E) 250

17. Ramón saved \$8 on the purchase of a tire whose regular price was \$40. What percent of the regular price did he save?

(A) 5% (B) 8% (C) 12% (D) 20% (E) 32%

18. If there are 180 calories in an 8-ounce glass of whole milk, how many calories are there in a 12-ounce glass of whole milk?

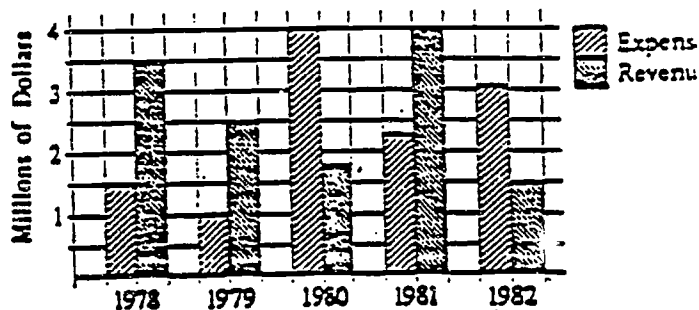
(A) 120 (B) 184 (C) 192 (D) 240 (E) 270

19. In a certain school classrooms cannot hold more than 32 students. If there are 749 students attending classes at one time, what is the least number of classrooms that the school could have?

(A) 23 (B) $23\frac{13}{32}$ (C) 24

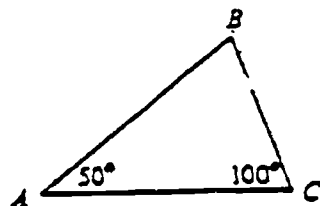
(D) $24\frac{1}{31}$ (E) 25

REVENUES AND EXPENSES FOR CORPORATION R



20. For which of the years shown in the graph above were revenues minus expenses greatest?

(A) 1978 (B) 1979 (C) 1980
(D) 1981 (E) 1982



Note: Figure not drawn to scale.

21. Which of the following must be true about $\triangle ABC$ above?

(A) The measure of $\angle B$ is less than the measure of $\angle A$.
(B) The measures of $\angle A$ and $\angle B$ are the same.
(C) The measure of $\angle B$ is greater than the measure of $\angle A$.
(D) The measure of $\angle B$ is 150° .
(E) The sum of the measures of $\angle A$ and $\angle B$ exceeds the measure of $\angle C$.

22. Daniel spent \$9 on tomatoes and avocados to make a salad that requires twice as many tomatoes as avocados. If tomatoes were 10 cents each and avocados were 25 cents each, how many avocados did he purchase?

(A) 40 (B) 30 (C) 25 (D) 20 (E) 10

SECTION II: TEST OF READING

Directions: Each statement or passage in this test is followed by a question or questions based on its content. After reading a statement or passage, choose the best answer to each question from among the five choices given. Answer all questions following a statement or passage on the basis of what is stated or implied in that statement or passage. Be sure to mark all your answers on your answer sheet.

Questions 23-25

Personal computers have been used for several years as souped-up typewriters. Now they are being turned into printing presses as well -- a development that could revolutionize the way words reach the printed page. This has been made possible by the laser printer device that uses laser beams to create letters, pictures, graphs and what have you. When hooked up to a computer with appropriate software, they are the virtual equals of a full print shop. Individuals and businesses are doing away with typesetting and paste-up, which are costly and time-consuming. Computer stores are burgeoning with software for desk-top publishing, and with books and magazines that explain how to do it.

The prospects and promise of this unpredicted technology are as far reaching as those of Gutenberg's original invention. Computers, which many people feared would homogenize the world and provide the means of centralized control, are enhancing individuality and creativity. It is hard to imagine where desk-top publishing will lead, but it is easy to see that it is an extraordinary advance in the history of communication.

23. This passage is intended to discuss
- (A) the use of computers as typewriters.
 - (B) the potential of desktop publishing.
 - (C) a new type of printing press.
 - (D) uses for laser printers.
 - (E) the threat of computers to freedom.
24. In order to prepare printed materials quickly and easily, one needs all of the following EXCEPT
- (A) appropriate books or magazines.
 - (B) a Gutenberg press.
 - (C) a laser printer.
 - (D) a personal computer.
 - (E) appropriate software.
25. According to the passage, conventional typesetting is being replaced because
- (A) Gutenberg's patents have expired.
 - (B) computers allow centralized control of publishing.
 - (C) newer methods are faster and cheaper.
 - (D) computerized typesetting requires less equipment.
 - (E) no training is needed for the newer methods.

Questions 26-27

"The law, in its majestic equality, forbids the rich as well as the poor to sleep under bridges, to beg in the streets, and to steal bread."

26. The author of this passage intended to
- (A) explain the inequality of the law.
 - (B) educate the public about the law.
 - (C) demonstrate the equality of rich and poor.
 - (D) belittle the poor.
 - (E) belittle the rich.
27. This passage is an example of
- (A) hyperbole.
 - (B) pathos.
 - (C) irony.
 - (D) simile.
 - (E) metaphor.

Questions 28-29

The history of writing shows that the different alphabets of the modern world, such as Greek, Russian, Arabic, Hebrew, and Latin (of which English is a variant), have a common, Near-Eastern root. Alphabetic writing was invented only once. It is a remarkable cultural invention: a way of representing language through a combination of a limited number of characters which are not hierarchically ordered, do not themselves have meaning and are thus available for potentially infinite combinations.

28. According to the passage, the alphabet originated in
- (A) Rome
 - (B) Africa
 - (C) Greece
 - (D) Asia
 - (E) America
29. The advantage of an alphabet over pictograph is that
- (A) more words can be generated.
 - (B) a few symbols can be used for the entire language.
 - (C) unambiguous words can be written.
 - (D) mathematical concepts are easier to understand.
 - (E) the same symbols can be used for both letters and numbers.

GO ON TO NEXT PAGE

Question 30

The density of liquid water (the weight of a given volume) increases as the temperature falls to 4 degrees Centigrade. Below that point, the density decreases gradually until the freezing point, 0 degrees Centigrade, is reached. As it freezes, there is a sharp increase to the density of ice. Because of this phenomenon, ice floats on water. Most other liquids behave in the opposite fashion, becoming more dense on cooling and forming frozen states which sink.

30. Which of the following can be inferred from this passage?

- (A) If water behaved like most other liquids ice would float.
- (B) The annual freezing and thawing of lakes depends on ice floating where it can be warmed by the sun.
- (C) When melted fat freezes the solid floats on the liquid.
- (D) Water at 2 degrees is denser than water at 4 degrees.
- (E) Water at 20 degrees is denser than water at 4 degrees.

Question 31

Educationally, micro-computers are in their infancy. Effective tutorial software, for instance, has only been developed during the past three years.

31. The statement implies which of the following about micro-computers?

- (A) Tutorial software was unheard of three years ago.
- (B) Micro-computers rely on tutorial software for all educational computing.
- (C) Educational micro-computing has stagnated in the last three years.
- (D) Educational micro-computers use tutorial software to teach.
- (E) Educational use of micro-computers is in a mature state of development.

Question 32

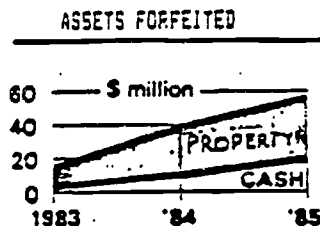
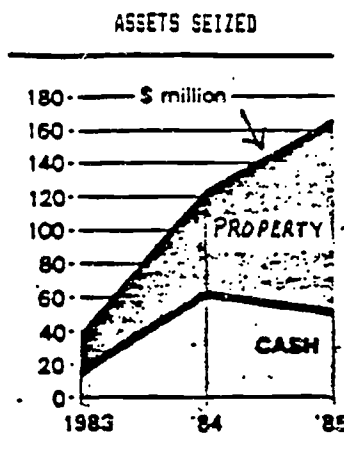
"Were it left to me to decide whether we should have a government without newspapers, or newspapers without government, I should not hesitate to prefer the latter." Thomas Jefferson understood that the public's perception is shaped by the information available, and, therefore, a free press was crucial to the proper functioning of a democratic society.

32. The author assumes that the reader is familiar with all of the following EXCEPT

- (A) the concept of an uncensored newspaper
- (B) conflict between press and government prior to the revolution.
- (C) the meaning of democracy.
- (D) Thomas Jefferson's view of the press.
- (E) the importance of an informed public.

Questions 33-35

THE FIGHT AGAINST DRUGS



33. The dollar value declined for which of the following?

- (A) Cash forfeited 1983-1984.
- (B) Property forfeited 1984-1985.
- (C) Property seized 1983-1984.
- (D) Cash seized 1983-1984.
- (E) Cash seized 1984-1985.

34. The line marked with an arrow represents the value at any time of

- (A) property seized.
- (B) property forfeited.
- (C) assets seized.
- (D) assets forfeited.
- (E) cash seized.

35. Which of the following is the smallest dollar amount?

- (A) Property forfeited in 1983.
- (B) property seized in 1983.
- (C) Cash forfeited in 1983.
- (D) Cash forfeited in 1984.
- (E) Cash forfeited in 1985.

Question 36

In addition to any specific strategies designed to improve science education in the United States, we must also communicate more effectively the real threat from the rest of the world. Students, teachers, and parents must all become aware that the United States is in legitimate peril of becoming a second-class economic power in the industrial world if technological prowess is allowed to slip away through inferior education.

As the Commission on Excellence put it in 1983: "If an unfriendly foreign power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war."

36. The author made the assumption that

- (A) The United States is a second class economic power.
- (B) United States technology is second rate.
- (C) foreign powers are responsible for the current mediocrity in education.
- (D) science education in the United States is inferior.
- (E) the only problem with education is in mathematics.

Questions 37-38

We have a lingering group of academicians in liberal arts fields, particularly the humanities, who have developed their own peculiar form of specialization. These are the "purists," who insist on art for art's sake or learning for the sake of learning and who refuse to acknowledge any relationship between their subject and the practical everyday world. In "pure-minded" scientists, this group must bear responsibility for the dichotomy in human knowledge which C.P. Snow has characterized as "two cultures," the chasm which separates science from the humanities. Frequently, purists are guilty of a form of intellectual snobbery which causes them to disdain any practical applications of principles. It may be tautologous to suggest, but one must wonder at least whether the consequences of purism are reflected in art without meaning, architecture which sacrifices aesthetics to function, cities totally bereft of beauty, and a creative vacuum in literature and the entertainment media.

37. According to the passage "tautologous" means.

- (A) needlessly redundant.
- (B) helpful.
- (C) scientific.
- (D) humanistic.
- (E) pure minded.

38. The author's point is that

- (A) professors should not be purists.
- (B) science and humanities can't meet on common ground.
- (C) the leading specialists in a field have an obligation to apply their knowledge.
- (D) most academicians are responsible for meaningless art and ugly architecture

- (E) the failure of technology to consult with academia is responsible for meaningless art and ugly architecture.

Question 39

Where we are free to act, we are also free to refrain from acting, and where we are able to say no, we are also able to say yes."

39. According to the passage, the author believes in

- (A) predestination.
- (B) self-control.
- (C) authoritarian government.
- (D) anarchy.
- (E) irresponsible behavior.

Question 40

Boys and girls were told to sit alternately in a row of 9 seats. A girl took the middle seat, leaving 5 boys and 4 girls to be seated.

40. How were the first and last seats occupied?

- (A) with a boy and a girl.
- (B) with two boys.
- (C) with two girls.
- (D) with a boy in one seat, and the other seat vacant.
- (E) impossible to tell.

Question 41

Emma Bell Miles wrote from a dual perspective: She was a native of Indiana, well-educated in literature and art; yet she married a mountain man and reared her children among his people. Describing the spirit of gift-giving among mountaineers, she wrote:

"Send your neighbor in the mountains a present, and he will, if possible, return you something in the same basket...The value of the gift has nothing to do with it. Perhaps what you gave him was costly -- some store-bought article, and therefore doubly precious in his eyes. His return may be a fat shoat (young pig) or a newly killed 'possum, or only a pumpkin or a cup of muscadines (grapes). However poor it may be, he is not ashamed of it. He has not looked at your gift so much as at the spirit of its offering, and he expects the same high-minded acceptance from you."

41. With which of these statements would Emma Bell Miles NOT agree?

- (A) It is high-minded not to consider the cost of a gift.
- (B) A gift of fruit is as good as an expensive gift.
- (C) The spirit of the gift is more important than its cost.
- (D) A gift of a young pig is of no more significance than that of a pumpkin.
- (E) An expensive store-bought gift is not valuable.

Questions 42-44

Listen as cities are bombed. Watch as the Lebanese bomb each other. See the fire burn, the riot erupt. With the aid of far-flung organizations and Star Trek Technology, today's breaking news is expertly covered by television journalists. Reporting sound and fury is what we do best. Unfortunately, we frequently seem uncaring. Soul is the missing ingredient in television journalism. Too often the news is presented with such premeditated detachment it borders on frigid indifference.

Listening to the reports, you would be justified in thinking that among news-casters passion is a dirty word. during the Second World War and throughout the adolescence of the television news business, Edward R. Murrow painted fire with his word pictures and captured emotion in his images. But because he was stone-faced, succeeding generations of reporters have mistakenly assumed he did his job untouched by the maelstrom he was observing. Countless of his professional progeny have attempted to mimic his style. Coolness has become synonymous with objectivity, aloofness with professionalism. Let the story tell itself. Don't get involved.

Network news, though sometimes shallow, is usually objective, sober, stylistically conservative, responsible, hard-working and smoothly professional. It is seldom courageous or involved and almost never passionate. Mostly, it is safe, technologically competent and efficient. That is fine for airplane pilots but shouldn't be enough for reporters.

42. The author is probably
- (A) an airline pilot.
 - (B) a television executive.
 - (C) a government official.
 - (D) a news reporter.
 - (E) a television viewer.
43. The argument of the author is that
- (A) television news should be detached.
 - (B) news reporters should not show emotion.
 - (C) television news should show emotion.
 - (D) television reporting should deal with safe subjects.
 - (E) television news should be innovative.
44. "Professional progeny", as used in paragraph 2, refers to
- (A) Edward R. Murrow's predecessors.
 - (B) Edward R. Murrow's children.
 - (C) reporters who imitate Edward R. Murrow
 - (D) war correspondents
 - (E) investigative reporters.

Appendix J

CBEST Evaluation



California State University
Dominguez Hills

School of Education • Carson, CA 90747

Name _____ I.D.# _____ Date _____

Dear Student:

Your CBEST Practice Test results are as follows:

Reading _____ Math _____

Passing CBEST test scores are: Reading: 14/22, Math: 14/22

Based on past experience with practice test takers we advise you as follows:

READING

_____ Your score indicates you will very likely pass this section of the CBEST without further study.

_____ Your score indicates you need some review.

_____ Your score indicates you need an extended review. We strongly recommend completion of the following courses:

_____ / _____ / _____

MATHEMATICS

_____ Your score indicates you will very likely pass this section of the CBEST without further study.

_____ Your score indicates you need some review.

_____ Your score indicates you need an extended review. We strongly recommend completion of the following courses:

_____ / _____ / _____

Should you require further clarification or wish to discuss your scores, please call _____ at: _____ for an individual appointment.

Original: To student
Yellow: To advisor

Revised: 9/92

Appendix K
ATT Program Evaluation 1990-1991

ATT PROGRAM EVALUATION
1990-91 Academic Year

Campus: California State University, Dominguez Hills

Date: August 2, 1991

Prepared by: John McGowan
Assistant Professor
Dept. of Teacher Education

1. Focus of Evaluation

Evaluation of the ATT program in the 1990-91 year has focused on factors associated with retention of students in Phase I and progress of students who have completed or are completing Phases II and III. The evaluation procedure involved surveying Phase I participants in the Spring of 1991, and doing a content analysis of the academic records of all ATT students currently enrolled at CSUDH.

2. Evaluation Data

(a) Academic progress of ATT students in Phases II and III.

A content analysis of the academic records of ATT students in Phases I and II is summarized below by cohort.

Cohort	N	Class Standing				Avg GPA	Phase
		F	S	Jr	Sr		
Fall 89	10	2	3	4	1	2.91	III
Fall 90	18	4	8	2	4	2.49	II
Spring 91	26	7	3	14	2	2.79	II
Totals	54	13	14	20	7	2.73	

Fall 91 The newest cohort of ATT students is in the process of completing Phase I instruction during the Summer of 1991. These students have finished the math preparation class with Ms. Ofelia Gonzalez, and 25 have met the math requirements for the program by either passing the ELM (Entry Level Math Exam) or through prior course work. This group is now beginning the intensive English writing class taught by Roberta Silverman. In Fall, 1991, they will enroll in Phase

II, the sheltered english/math program.

(b) Characteristics of Phase I ATT participants

In spring 1991, 44 students from the newest cohort of ATT participants were surveyed to determine their characteristics and to identify factors predictive of success in the program. A summary of the results are as follows.

A majority of the students are females (78%). Average age is 32 years, with a range of 20 years to 50 years. Ethnic composition is 82% Hispanic, 16% Black, and 4% Filipino. Spanish is the primary language for most students (66%), with English second (43%). With reference to education, all are high school graduates, and most have attended community college (64%). A smaller percentage (11%) have attended 4-year colleges and universities. None of the students are college graduates. About half (52%) are the first to attend college in their family. All work as instructional aides, with more than half (64%) working 20 hours or more per week. Nearly half (43%) have been aides for 5 years or more. When asked to state the most difficult problem they face in becoming a teacher, most (57%) indicated lack of money to finance a college education; other reasons were finding enough time to study (16%), and lack of good English and math skills (14%).

(c) Factors associated with retention of Phase I students

Of the original group of 48 ATT students who began Phase I in Spring 1991, 25 (52%) met the qualifications for entering Phase II. To qualify for Phase II, students must pass the ELM. Survey data for those passing was compared to those not passing to see if there were any distinguishing factors between groups.

Factors associated with levels of education, language proficiency, gender, birthplace, employment, and family were examined (see copy of attached survey). Of these, several were significant in predicting success on the ELM. The strongest was birthplace. 56% of the successful group were born in the U.S., compared to only 32% of the unsuccessful group. Of those born outside the U.S., most were from Mexico and cited Spanish as their primary language. Language alone, however, was not a significant factor in passing the ELM. A majority of students in both groups indicated that Spanish was their primary language. Another strong predictor was whether students had taken an algebra class prior to entering the ATT program. The successful group showed a higher rate (76%) of having taken a class than the unsuccessful group (66%). Interestingly, other than algebra, no other factor related to the education of the students was predictive.

Both groups had about the same level of prior education (i.e., some community college); there was little difference between them in the number of English and ESL classes taken; and parent's educational level for both groups was similar. The last predictor related to the educational aspirations of the students' families. When asked whether they were the first in their family planning to complete a university degree, 56% of the successful group indicated no, compared to 46% of the unsuccessful group. In other words, more of the successful than unsuccessful students had someone in the family already planning to complete a degree. Follow-up evaluations will study this factor more precisely to determine actual college attendance and graduation rates for family members of ATT students. It is interesting to note that father's educational level was not predictive for either group of students.

3. 1991-92 Evaluation

For the 1991-92 academic year, an evaluation is planned to assess factors associated with project retention for Phase II and III ATT students. Surveys, a content analysis of academic records, and indepth interviews with ATT students and mentors is planned. The new Phase I students will also be evaluated to more clearly determine predictive factors of early success in the program.

Appendix L
ATT Program Evaluation 1991-1992

ATT Evaluation Data 1991-92

Focus

The focus of this year's evaluation of the ATT program centers on providing demographic and academic achievement data for all ATT students since the inception of the program in 1989. This type of overall analysis of the program had not been previously conducted. There are now over 100 ATT students and the need to determine their characteristics and the degree of their success in becoming teachers is essential to determining the overall effect of the ATT program.

Methodology

In collecting evaluation data, two methods were utilized. First, all current and past ATT students were surveyed using a three page survey modeled on a similar instrument developed by the University of Southern California for the Latino Teacher Project. The surveys were completed at a meeting attended by ATT students at the beginning of fall semester, 1992, and were mailed to those unable to attend. The survey requested demographic information regarding age, ethnicity, work experience and aspirations. The second method of evaluation involved a systematic review of the academic records of all ATT students. This was facilitated by use of the university's computer record files. These files provided information regarding students' grade point average, number of units completed, courses taken, and drop-out rate. The following analysis summarizes information from the two methods of data collection.

Descriptive Data

Personal Data

A review of university computer records indicates that 113 students have participated in the ATT program since its beginning in 1989. Of these students, 28 are males (25 percent) and 89 females (75 percent). Their average age is 30.28 years, with a range of 20 years to 58 years.

Ethnicity of ATT participants was determined from survey data. Surveys were completed by 56 students, representing fifty percent of all ATT participants. Table 1 summarizes this data.

Table 1
Ethnicity of Survey Respondents
N = 56

	Number	Percentage
Mexican	29	51.7
Central American	12	21.3
Cuban	3	5.4
Black	3	5.4
White	3	5.4
Asian	2	3.6
Puerto Rican	2	3.6
South American	2	3.6
Total	56	100

Academic Progress

Computer records indicate that of the 131 students who originally started the ATT program, 113 remain, representing an attrition rate of fourteen percent.

From computer records, Table 2 shows the class standing and grade point average for all ATT participants at the end of spring semester, 1992.

Table 2
Class Standing and Grade Point Average of ATT Students
N = 113

Class Standing	N	Avg GPA
Freshmen	26	2.52
Sophomore	20	2.76
Junior	41	2.90
Senior	26	2.85
Total	113	2.80

Work

ATT students work as bilingual instructional aides in seven local school districts. They work an average of 21.14 hours per week and have been aides an average of 5.1 years. Table 3 shows the number of ATT students working in each district.

Table 3
Distribution of ATT Students by District of Employment
N = 113

District	N
LAUSD*	57
Lennox	21
Compton	11
Paramount	9
Hawthorne	8
Inglewood	5
Lynwood	2

* Los Angeles Unified School District

Work Aspirations

Surveyed students were asked two open-ended questions concerning the effect of their work experience as instructional aides on their aspirations to become teachers. The first question asked about the effects of working as an aide on the decision to become a teacher, and the second asked about the obstacles to the goal of becoming a teacher. The questions, response categories and frequencies are given below.

Questions and Responses

Frequency

"To what extent, if any, do you feel your experience as a teaching assistant influenced your decision to pursue a teaching career?"

Strongly Influenced	28
(e.g., "I feel that my experiences as a teacher's aide strongly influenced my decision to become a teacher because it gave me the opportunity to see that I enjoyed helping and teacher children.")	
Somewhat Influenced	19
(e.g., "I have wanted to be a teacher since I was a senior in high school; working as a t.a. only reinforced my decision.")	
Little or No Influence	4
(e.g., "I had already decided to become a teacher before I started working as a teacher's assistant.")	
Total	51

"What obstacles do you perceive to your goal of becoming a teacher?"

Lack of Money	31
Lack of Time to Study	8
Family Responsibilities	3
Passing the CBEST	1
None	9
Total	53

Discussion

Evaluation data suggests that the ATT program has been very successful in recruiting and retaining minority teacher aides to become teachers. A large pool of minority aides from a variety of ethnic and racial backgrounds is currently being supported by the program, and these aides are making excellent academic progress towards completing their degrees and teaching credentials. Records show that the majority of ATT students are now juniors and seniors, meaning a sizable number of them will begin the teacher credential program with a year or two. Their grade point average indicates that they can handle university work and their low drop-out rate suggests that they are strongly motivated and committed to finishing the program.

The average age of ATT students (30.2 years) indicates that this is a mature group of individuals who have done a successful job of balancing school and work. Working an average of about 20 hours a week, ATT students have been able to successfully complete a minimum of 9 units a semester (a requirement to participate in the ATT program). Also, they have considerable work experience in the classroom, averaging 5 years, which should serve them well during their student teaching experience and beyond.

It appears that working as a teacher aide has had considerable influence on the ATT students in making their decision to become teachers. A majority of aides (92 percent) indicated that their job either strongly or somewhat influenced their choice of career. Experience as an aide probably also accounts for the low drop-out rate of ATT students. Because of their work in the classroom, these students have a realistic idea of what the teaching profession involves and are strongly motivated by the rewards of working with children.

A majority of ATT students (fifty-eight percent) indicate that lack of financial support is the most common obstacle to reaching their goal of becoming a teacher. This is understandable as teacher aide pay is quite low and is hardly sufficient to cover both living costs and educational expenses. Lack of time to study and family responsibilities were the next most frequently mentioned obstacles, but these were not seen as problematical as lack of money.

Conclusion

The results of the evaluation suggest that the ATT program has made significant progress towards its goal of increasing the numbers of minority teachers. Within a year, a significant number of ATT students will enter the teacher education program to complete their credentials. These students should be outstanding teacher candidates, given their extensive classroom experience and motivation to become teachers. Moreover, because they are from minority ethnic groups, they will serve as excellent role models for the large numbers of minority children enrolled in local schools. Because of its strong financial, academic and mentoring support, the ATT program has become an excellent vehicle for bringing talented minority students into the teaching profession.

Recommendations

1. The program should be continued, particularly now as students begin to enter the teacher credential program.
2. Drop-outs from the program should be contacted and encouraged to return. Reasons for dropping out should be studied and program changes made if necessary to help retain students.
3. Continue to search for alternate sources of funding to ensure continued operation.
4. Expand program support for students entering the teacher credential program, such as providing CBEST preparation classes and testing for Spanish language proficiency.
5. Perform additional follow-up evaluations as ATT students enter the teaching profession to gauge the long term effects of the program.

Appendix M
Program Evaluation Questionnaire

ATT QUESTIONNAIRE
(responses are confidential)

I. Background (please print)

1. Name: _____ 2. Age: _____
3. Student ID (Social Security Number): _____
4. Work phone: _____ 5. Home phone: _____
6. Name of school and district where you work: _____
7. Date entered ATT Program (mo/year) _____ 8. Major: _____
9. Approximate grade point average: _____

Put "X" in the appropriate space:

10. Class standing: Freshmen _____ Sophomore _____ Junior _____ Senior _____ Graduate _____
11. Male _____ Female _____
12. With which ethnic/racial group do you most identify?

Black _____ Hispanic _____ White _____ Other _____

13. Marital Status: Married _____ Single _____ Divorced _____ Widowed _____

14. Birthplace: U.S. _____ Mexico _____ Other _____

15. Are you the first to go to college in your family? Yes _____ No _____

16. How many hours do you work per week? 0 _____ 1-4 _____ 5-10 _____ 11-20 _____
21-40 _____ 41 or more _____

17. Are you currently enrolled in classes at CSUDH? Yes _____ No _____

18. If you are not enrolled, please check the factors in the list provided which most closely explain why you have not been able to continue your education.

- _____ Married
_____ Had children/Am expecting a child
_____ Lack of financial support
_____ Needed to help family by working
_____ Decided I was not interested in college
_____ Classes were too difficult
_____ My English skills were weak
_____ Other: _____

19. If you are not currently in college, do you still intend to go at some time in the future?

Yes _____ No _____

(CONTINUE ON BACK)

II. Educational Experience at Cal-State Dominguez Hills (CSUDH)

Circle the number that best matches your opinion.

20. How valuable has the ATT Program been in helping you to go to college?

Not Valuable 1 2 3 4 5 Very Valuable

21. How helpful was the ATT pre-university program (math and English classes) in preparing you for college work at CSUDH?

Not Helpful 1 2 3 4 5 Very Helpful

22. How important has your ATT mentor been in helping you in college?

Not Important 1 2 3 4 5 Very Important

23. How often do you see your ATT mentor during the semester? Not at all _____ Once _____

Twice _____ Three or more times _____

24. Are you familiar with sources of financial aid available to you at CSUDH? Yes _____ No _____

25. In thinking about your education at CSUDH, what caused the most problems? Check any item that was a problem.

- _____ Not enough time to study
- _____ Not knowing how to study
- _____ Classes were difficult
- _____ Family responsibilities
- _____ Lack of financial support
- _____ Lack of family support
- _____ Having to work
- _____ Math
- _____ Writing
- _____ Speaking English
- _____ Worried that I would not succeed

Other problem _____

26. What do you like **best** about the ATT program?

27. What do you like **least** about the ATT Program?

28. What could be done to improve the ATT Program?

JM 10/16/91